

The Classical Outlook

VOLUME XXXI

MARCH, 1954

NUMBER 6

Copyright, 1954, by the American Classical League

NIHIL SUB SOLE NOVUM

By KONRAD GRIES
Queens College, Flushing, N. Y.

AMONG THE various benefits to be derived from the study of the humanities—history, languages, literature, etc.—is the realization that the social problems that face us currently are not new; that they have arisen at other times, in other places; and that either they have been solved before, or else, though the solution may not have been found, the attempt to reach it has resulted in experiences and lessons that can be utilized by us *epigoni*.

Classical scholarship of late has been keen to detect and draw attention to parallels that exist between the world of the Greeks and Romans and that of our own day. Thus, warning notes have recently been sounded by Professors Mason Hammond (*City-State and World State in Greek and Roman Political Theory until Augustus*; see THE CLASSICAL OUTLOOK XXX, 1952-53, p. 19) and E. R. Dodds (*The Greeks and the Irrational*, *ibid.*, p. 72). Informed laymen, too, are aware that there is nothing new under the sun: in the days of Hitler's ascendancy in Nazi Germany, columnists used to quote from the speeches which the great Athenian statesman Demosthenes hurled at the Hitler of his day, Philip of Macedon; and in the days of price control, economists talked about the famous edict of the Roman emperor Diocletian, and pointed out how its rigid scale of permitted prices and salaries failed to remedy the evils it was meant to combat. The ancient historians certainly saw as a main value in the study of past events the light these would shed upon both the occurrences of the present and the uncertainties of the future—not, of course, to the extent of detailed forecasts, or specific prescriptions for current action, but surely to the extent of drawing large conclusions, of noting the recurrence of similar patterns of events, and of learning from them the lessons that wise men always learn from past experience, be it immediate or vicarious. My purpose in this article is to consider some aspects of the history of the Roman Republic in the light of the contemporary world, especially as it involves our own country, the United States of America.

POPLARS

Links sind Bäume, rechts sind Bäume,
Und dazwischen, Zwischenräume.
Durch die Mitte der Natur
Zieht sich eine Pappelschnur.

—Wilhelm Busch

VERSION

By ROGER PACK
University of Michigan

Arbores manu sinistra, dextera stant
arbores;
Inter arborum intervalla, valla surgunt
arborum.
Gingitur rerum natura populorum
zonula.

Let us first look at the geography of the situation. One of the factors that kept America so long from being known to the white man is the water barrier that separates us from Europe. In the same way, the Italian peninsula, at least the Roman part of it, lay outside the sphere of the civilized Greek world during the great ages of the Greek achievement. To Homer, Italy was a land of myth in the western seas; to Pericles it was a barbarian world with which he had no dealings. Culturally too there is similarity. The early settlers in Rome—who incidentally claimed to be descendants of a band of Pilgrim Fathers from the East—were busy with the primary activities of sustaining life and property: earning a livelihood from the soil, warding off attacks from neighboring tribes, and increasing their territory in the process. While the cultured Greeks across the water were developing philosophy, education, literature, drama, art, music, science, medicine—and to heights unknown before them—Roman men and women either were in complete ignorance of what we call "the higher things of life," or looked with scorn upon those effeminate people who wasted their time upon the frills and fancies that had no place in the lives of practical, efficient, decent working folk. Does this not have a familiar ring when we think of the typical nineteenth-century American attitude toward European civilization—its painting, its poetry, its culture in general?

Before proceeding further, it is

necessary to cast a closer glance at the East: the "Europe" of Rome. We are all familiar with the exploits of Alexander the Great, the young king of Macedonia who, with his trained and well-equipped troops, forcibly united the independent Greek states and led them to the conquest of what is now the Near East: Turkey, Syria, Palestine, Arabia, Egypt, Iraq, Iran, Afghanistan—on to the borders of India itself. His military success—which may well be likened to that of Napoleon—had the effect not only of uniting large portions of this territory politically, but also of producing within it a replica of Greece. Greek language, customs, dress, science, and literature flowed into the newly conquered lands, opening up doors that had been closed before and making of the whole Eastern Mediterranean area a cultural unity that resembled the Europe of our day in more ways than one. For with all its local divergencies, European civilization is a distinct unity, that has spread its influence over all the world, and is felt as a unit by other peoples—the Africans, the Asiatics, even us Americans. So it was with the Greek culture of the Hellenistic period that was ushered in by Alexander's conquests. But this cultural unity was not reproduced on the political scene. Just as Europe is a motley conglomeration of different political entities, quarreling, fighting constantly among themselves, and therefore now at the mercy of larger and more unified entities, so Alexander's empire, once the founder had died prematurely in 323 B.C., did not remain one, but rapidly split up into smaller units: kingdoms such as Egypt, Syria, and Macedonia, republican federations such as the Achaean League on the Greek mainland, or little independent states like the island of Rhodes, trying desperately to remain neutral in the international conflicts that surrounded them.

Engrossed in their own affairs, sure of their own superiority, and therefore careless of their security and unconscious of their need for unity, the members of this world of the Eastern Mediterranean paid little attention to what was happening in the West. Just so with Europe in the nineteenth century. Aware of America it was, of course, but not as of a land of coming importance. To the

European of that day America was the land of business opportunity, perhaps, but also the land of crudeness, of bad manners, of lack of polish and culture; certainly not a land that was ever likely to vie with Europe in international politics, in science, or in literature. And so the Greeks thought of the Romans, during that Hellenistic age that began in the year 323—if they gave them a thought.

For at that time, and for a hundred years more, the Romans had not really appeared on the horizon of the world's history. What were they doing? Essentially what the United States did during the last century: consolidating and developing their strength in their homeland. From the time of the revolution which overthrew the monarchy that had controlled the earliest Rome and set up in its place a democracy—a revolution that took place about 500 B.C.—history shows the Roman people pursuing, consciously or subconsciously, two distinct goals. The one was an internal one, that of confirming and broadening the democratic basis of the state by removing class distinctions in politics and in every-day life, that had survived from the old aristocratic days; of making it truly a state where a man's value would be judged by his merits rather than his ancestry. The other goal was an external one; and in pursuing it the Romans showed a wisdom well beyond their time. In their continual warfare with surrounding peoples they had the good fortune, like the British, of never losing a war, though they did lose many a battle. Now when wars were won, in those days, as in these, the loser usually paid a heavy penalty: reparations, loss of territory or independence, sometimes mass murder of the male population and enslavement of all the others. But the Romans adopted a policy that was quite different—they asked the losers to join them! Not, to be sure, at once, or on equal terms—at least not at first. But they left them their possessions, their freedom, their government. They did levy taxes and require contributions of manpower and supplies for their own armies; but they admitted to Roman citizenship, with all its privileges, first the leading citizens and eventually the totality of the conquered people. Thus, as the years passed, Rome became not the ruler, or the tyrant, of the different Italian peoples and states, but their leader—respected, followed, and adhered to even in times of great crisis.

America's entrance into world politics was not intentional or planned.

The war with Spain took us by surprise, and left us with unwanted overseas possessions and in the limelight of an astonished world opinion. Much the same thing happened to Rome. While Rome was slowly

THE IDES OF MARCH

Julius Caesar was assassinated on March 15, 44 B.C. Why not plan a commemorative program for the Caesar class, the Latin club, or the assembly? For material see page 61.

building her position of leadership in Italy, another state was growing up in the western part of the Mediterranean, gradually spreading its influence and steadily approaching the point where physical contact with Roman territory would be inevitable. This power was the city-state of Carthage, where modern Tunis now lies. Originally a trading-post of Semitic merchants from what is now Syria, it had gradually become a large and flourishing community, supported mainly by its commerce and—in contrast to Rome—relying heavily, not upon a citizen-army, but upon troops hired from the neighboring tribes or forced to serve her through conquest. Too little is known about this ancient city to make detailed comparisons possible. Yet one cannot fail to see the general similarity between the ancient world in about the year 250 B.C. and the modern world of the mid-twentieth century. In each case two great powers, both nominally republics, but with one leaning toward autocratic, dictatorial methods, the other representing a more liberal, democratic outlook; both powers comparative new-comers in the civilized world of their day, both interested more in the practicalities of business success and every-day politics than in the subtleties of philosophy or the tradition of the humanities. In each case, caught between these two, the old world—there of Hellenistic Greece, here of modern Europe—proud of the refinement of its way of life, scornful of the crudeness so objectionable to it, yet helpless, in the last analysis, to fight its own battles.

There is one difference. Europe presently hangs breathlessly upon the outcome of this terrible struggle between the USA and the USSR. The Hellenistic states seem to have turned

their backs upon the momentous shadows rising in the West, and blithely to have gone their way, continuing the petty bickering and wasteful warring to which they had become accustomed.

Let us return to the West. The inevitable happened. The two giants, Rome and Carthage, grew. They grew toward each other. Rome reached the tip of the Italian toe. Carthage spilled over into Sicily. And then came the little border incident—on the Strait of Messina—which brought on the conflict. Just as we now read of border incidents in Berlin, or along the air-corridor to Eastern Germany, and wonder, with bated breath, "Is this it?" For Rome and Carthage, Messina was "it." And a long and bitter war began, which lasted from 264 to 241 B.C., with heavy losses and defeats and thrilling episodes on both sides, till finally the Romans won. Carthage lost her overseas possessions of Sicily, Sardinia, and Corsica to the victors, and was forced to pay a heavy indemnity. "And that," I suppose the Romans said, "is that."

Well, after World War I people thought that Germany was out of the running, if not for good, then at least for a good long time. They thought the same thing after the Second World War. And they thought wrong. That is what happened two thousand years ago as well. Carthage lay low, rebuilding her ruined commerce, reforming her shattered army and navy (there was no air force then), and expanding in a different direction to make up for the islands she had lost—this time into Spain, at that time an uncivilized country, but rich in silver mines. And some twenty years later, Carthage was ready for a second trial of strength, just as Germany came back for more almost exactly twenty years after the first armistice. Again the fighting was desperate, with the Romans, apparently taken by surprise, suffering three Pearl Harbors in three successive years, seeing the enemy marching up and down the length of the Italian peninsula, looting, pillaging, yet never quite daring to close in for the kill. And finally, after some sixteen years of war, the victory again fell to the side with the most endurance, the most patriotic citizens, the most faithful allies, the best leadership and the greatest resources—the Romans. Carthage this time was finished. There was only one great power left in the world. For the Romans had a Clemenceau—a bitter old man named Cato who hated and feared the beaten foe the

THE CLASSICAL OUTLOOK

Entered as second class matter Oct. 7, 1936, at the post office at Oxford, Ohio, under the act of March 3, 1879.

BUSINESS MANAGER: HENRY C. MONTGOMERY, Miami University, Oxford, Ohio

EDITOR: LILLIAN B. LAWLER, Hunter College, 695 Park Avenue, New York 21, N. Y.

ASSOCIATE EDITORS: W. L. CARR, University of Kentucky, Lexington 29, Ky.; KONRAD GRIES, Queens College, Flushing, N. Y.

SUBSCRIPTION \$1 PER YEAR. Annual fee of \$1 for membership in American Classical League includes subscription to

THE CLASSICAL OUTLOOK

Published monthly, October to May inclusive, by the American Classical League, Miami University, Oxford, Ohio
Copyright, 1954, by the American Classical League

way Clemenceau hated and feared defeated Germany. Throughout the later years of his life, on every occasion on which he rose to make a public address, no matter on what topic, before he sat down he would always add, "And, ladies and gentlemen, it is my measured opinion that Carthage must be destroyed—Ceterum censeo Carthaginem esse delendam." A short time after the old gentleman died in 149 B.C. his countrymen finally took his advice. War was declared, Carthage defeated, the population sold into slavery, the city burned, its walls battered down, and salt sprinkled over the site as a symbol of permanent desertion and abandonment. Drastic treatment? Yes, indeed. But the Romans were never again bothered by the Carthaginian Question.

One more little item. What of Europe, should one of the two giants of our age destroy the other? Consider what happened to the Greek states. Within two hundred years after the end of the second war with Carthage, they were no more. One by one, willingly or unwillingly, they had been drawn into the orbit of the remaining colossus and swallowed up. Almost before she knew it, Rome had become the supreme arbiter of the civilized world.

Not merely the wise statesman, the competent journalist, the professional historian, but the ordinary intelligent citizen of a free democracy too will do well to ponder stories like the one sketched above, to examine their applicability to the situation in which he finds himself today, and to draw from them such lessons for his own conduct as he may find therein.



The February *House Beautiful* contains an article on a Roman banquet.

NOTES AND NOTICES

The Classical Association of New England will hold its annual meeting at Bowdoin College on April 2 and 3, 1954.

To the list of Supporting Members of the American Classical League, as given in earlier issues, should be added the name of W. M. Hugill, of the University of Manitoba, Winnipeg, Canada.

Another Supporting Member of the American Classical League is Dr. Lillian Corrigan, of Hunter College High School, New York City.

The University of North Carolina has several fellowships and scholarships for graduate study in the classics. These include assistantships (\$550), part-time instructorships (up to \$850), a teaching fellowship (\$1050-1350), and scholarships (\$1000-1500) for first-year graduate students. Full information may be obtained from Professor B. L. Ullman, at Chapel Hill, North Carolina.

Examinations in the competition for the George Emerson Lowell Classics Prize at Harvard University and the James Woolson Classics Prize at Radcliffe College will be held during April. Students who plan to enter in the fall of 1954 are eligible. The prizes vary from \$100 upwards, depending upon the financial need of the recipient. Full information may be obtained from the Committee on Scholarships, 20 University Hall, Cambridge 38, Mass.

The new periodical *Names* contained (Vol. I, No. 1, September, 1953, 192-5) an article "On Remembering Names in Antiquity," by Eugene S. McCartney.

LETTERS FROM OUR READERS

AGAIN WOOD

Mr. Morris Rosenblum, of the Samuel J. Tilden High School, Brooklyn, N. Y., writes:

"After the publication of my article on wood in *THE CLASSICAL OUTLOOK* (XXX, 53-54), Miss Esther E. Ladd, head of the Latin Department of the Medford (Mass.) High School, sent me a charming letter. It seems that wood grows in her neighborhood, ten miles north of Boston, and she has offered to send me some seeds."

CLASSICAL STUDENT MEETS POET

Mr. C. M. A. Rogers, the Mobile attorney who is studying Greek by himself for sheer love of the language, writes as follows:

"Since I last wrote you, Mrs. Rogers and I have been to England. While there we were privileged to have tea with John Masefield. Mr. and Mrs. Masefield were charming to us. Since our return the poet has written to us."

LATIN AND GREEK THROUGH FRENCH

Mr. Rogers continues:

"When I was in London I bought several Greek and Latin books. I also bought a French-Greek grammar. For some years I have been studying Latin by means of a French book. The thirteen months I spent in France during the War of 1914-18 gave me a good working knowledge of French, and I have never lost it. I find it interesting to study both Greek and Latin in French grammars, and in this way I try to learn more of the ancient languages and to keep what I have of the French language."

GREEK AND ROMAN ATHLETICS

Professor Edward C. Echols, of the University of Alabama, writes:

"Our new course in Greek and Roman Athletics, offered for the first time last fall, drew rather well, we think, for the first offering. I had in it the centre of the Alabama football line; a man who will be trying for the Number 2 spot as catcher with the Boston Red Sox next year; students from the Department of Physical Education; and, surprisingly, about ten students from Arts and Sciences—including five young ladies! The class totaled twenty-six, and it aroused rather considerable interest. The *Birmingham Post-Herald* gave us good publicity, with an amusing cartoon; it was reprinted

in at least five newspapers throughout the state."

CLUB PROJECTS

Mrs. Pauline E. Burton, of the Libbey High School, Toledo, Ohio, writes:

"A member of the Council of our Latin Club sends cards to ill teachers and students and to those teachers and students who have had a death in their families. We also give canned goods at holiday time to the cleaning women in our school. Sometimes we collect pennies and buy clothing for students who cannot afford graduation clothes. To date we have sent three CARE packages to Greece. We also give to drives in this country, such as that of the March of Dimes. For projects such as these our funds come from a voluntary contribution of 5¢ per week per pupil."

"PLEDGE PINS"

Mrs. Burton continues:

"This year we gave new members of our Latin club 'pledge pins' which were miniature 'wooden horses.' They were much admired."

ITALIAN PRONUNCIATION

A correspondent from the Hockaday School, Dallas, Texas, writes:

"One of our students furnished a long-playing phonograph so that members of her Latin class could hear a record illustrating the Italian system of pronunciation. The class then compared sounds of vowels and consonants in Latin and in Italian, noting similarities and differences."

CLASSICAL SCHOLARSHIP IN JAPAN

Dr. George K. Brady, of the University of Kentucky, has received a copy of a *Lexicon Latino-Japonicum* published "Tokiensi in Aedibus Kenkyusha, MDCCCCLII," which the compiler, Professor Hidenaka Tanaka, of Kyoto University, sent him "in appreciation," as the covering letter says, of Dr. Brady's "right understanding of our ancient civilization and . . . sympathy with things Japanese." Dr. Brady writes: "Professor Hidenaka Tanaka is a very fine classical scholar. This *Lexicon*, the first such to be published in Japan, is additional evidence of the lessening of the cultural distance between East and West."



KNOW OF AN OPENING?

If you know of an opening for a teacher of Latin or Greek in school or college, please inform the American Classical League Service Bureau. For full information about this placement service, see THE CLASSICAL OUTLOOK for October, 1952, page 4.

SEVENTH LATIN INSTITUTE

BY HENRY C. MONTGOMERY
Miami University, Oxford, Ohio

THE SEVENTH Annual Latin Institute of the American Classical League will be held at Miami University, Oxford, Ohio, on June 17, 18, and 19, 1954. All members and friends of the League are invited to participate.

A program of interest to teachers of the classics, in both high school and college, is being planned. The preliminary draft of the program will appear in THE CLASSICAL OUTLOOK for April.

Headquarters and the registration desk for the Institute will be in Hamilton Hall Dormitory, on the south campus of the University. The cost per day will be about \$6.00. This charge will include room (with two persons in a room), all meals, bed-linen, and towels. No charges will be made until guests actually arrive, and there will be no advance registration fee. University officials request, however, that so far as possible registration for partial days be avoided. Those who plan to attend are urged to send in registrations at once, so that adequate preparations for the comfort and convenience of all may be assured. Registrations should be addressed to the American Classical League, Miami University, Oxford, Ohio.

South Hall, adjacent to Hamilton Hall, has been reserved especially for Catholic Sisters; members of religious orders are accordingly extended a most cordial invitation to attend.

Oxford is on Routes 27 and 73. Persons driving their own cars will find the journey a beautiful one at that season. Those coming by rail may choose one of several routes. Oxford is thirty-five miles from Cincinnati and there are good bus connections. Oxford is twenty miles from Middletown, Ohio, which is served by the New York Central Railroad and which has good bus connections with Oxford. Oxford is also twenty-five miles from Richmond, Indiana, which is served by the Pennsylvania Railroad and which has good bus connections also. Persons coming by plane should fly to Cincinnati and then complete the journey to Oxford by bus.



ETA SIGMA PHI MEDAL

Eta Sigma Phi, national honorary classical fraternity, sponsors a bronze medal which may be conferred by teacher or school upon honor students in fourth-year Latin. On the

obverse is represented the Victory statue of Paconius, as restored, with the initials Eta Sigma Phi and the words "Mihi res, non me rebus," from Horace's line (*Ep.* i, 1, 19), "I strive to subordinate things to myself, not myself to things." On the reverse is a representation of the Parthenon, as a symbol of ancient civilization, with the words "Praestantia Linguarum Classicarum." The medal carries a ring and hanger for attachment to a chain.

The medals are priced at \$1.25 each, and may be ordered by Latin teachers in secondary schools. Orders must be accompanied by cash and an official statement that the medals are being conferred upon high-school seniors taking fourth-year Latin or second-year Greek, with no grade below A (90%) throughout the year. Address Dr. H. Lloyd Stow, Box 146, Vanderbilt University, Nashville 5, Tennessee.



THE POSITION OF THE LATIN ADJECTIVE

BY DORRANCE S. WHITE
University of Iowa

IT IS doubtful if any principle of Latin grammar has been more tenaciously clung to by erring human beings than that of the position of the adjective. Author, scholar, and first-year pupil have all tossed this part of speech about without regard to the real practice of the Roman writer. No first-year Latin textbook, to my knowledge, has told the truth—perhaps I should say has had the temerity, even if aware of the facts, to assert that the Latin adjective regularly precedes the noun that it modifies.

The 1846 edition of the McClintock and Crooks (Harper's) *First Book in Latin*, in the first lesson on adjectives (p. 29), Latin-English, places 100% of the adjectives, even adjectives of degree, after the noun. In section 83 of the famous Collar and Daniell *First Year Latin* (Ginn, 1901) 100% of the adjectives follow the nouns. In the 1946 edition of the Hettich and Maitland *Latin Fundamentals* (Prentice-Hall), p. 55, we find the statement, "An adjective agrees with the noun it modifies in gender, number, and case. For this reason, in the English-to-Latin exercises, *always write the noun first*," a statement (italics mine) obviously illogical and, as I shall presently show, erroneous. In the 1949 edition of the Crabb textbook, *Living with the Romans* (Lyons and Carnahan), on most counts an excellent textbook, we find (p. 16), "In Latin the ad-

jective usually follows the noun, although some adjectives of size, like *magna*, usually precede." Thus for a period of one hundred years the error has been passed on.

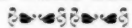
What are the facts? The late Arthur Tappan Walker made an exhaustive study of the position of the adjective in authors read by high-school students (*Classical Journal* XIII, 644) and found what he called the "normal" order—some 81% of the adjectives preceding the noun. B. L. Ullman, examining the position from another angle than occurrence, concluded that the position of the adjective was determined on the basis of emphasis, and he cited examples of position regularly maintained on account of emphasis. All of this, however, is of little practical aid to the classroom teacher and even less to the pupil.

Where did the Roman writer most often place the adjective? One can random-sample almost any piece of classical prose Latin and come up with the same results. For example, I examined a few writers whose works cover a period of nearly two hundred years, choosing my material from selections in a well-known textbook. I ignored the possessive and demonstrative pronominal adjectives and adjectives of quantity, all of which, as is well known, regularly precede the noun. In eight pages of the *Rhetorica ad Herennium* (86 B.C.) I found adjectives in the proportion of seven to one preceding the noun; in letters of Julius Caesar and his *Commentary* relating the conference with Ariovistus, three and a half to one; in nine pages of Cicero's letters, three and a half to one; in Cicero's essays, three to one. In more exact percentages, in forty pages of material, adjectives preceded their nouns in 78.2% of the cases, and followed in 21.8% of the cases.

I was curious to know how Pliny the Younger, notoriously sparing of adjectives except when describing an estate, handled adjectives in his letters. The first ten letters in a well-known textbook yielded 77.3% of the adjectives preceding; the second ten, 82.2% preceding; the third ten, 73.3% preceding. In the thirty letters, 77.9% of the adjectives preceded the nouns and 22.1% followed the nouns.

If I may be allowed two conclusions, I should say that the Roman placed his adjective where it produced the most pleasant rhythm, and that that was preponderantly before the noun; and secondly, that regardless of who the writer is, the average of occurrence before the noun will

run close to 80%. And I might offer the suggestion to the Latin teacher who engages in the commendable exercise of having her classes write Latin, that the pupil be encouraged to test for best rhythm, place the adjective accordingly—and then forget about the whole business.



LATIN FOR PROSPECTIVE MEDICAL STUDENTS

By KATHLEEN LEACH

North Park Academy, Chicago, Illinois

(Editor's note: This article has a peculiar timeliness in the light of Professor L. R. Lind's studies. See page 62.)

ONE'S ABILITY to use Latin in any field depends upon how much Latin he knows and how well he can apply his knowledge. Students planning a medical career are often more interested in earning two units in Latin, which they know are required, than in learning the Latin words and how to use them.

For the past two years I have been giving special work in the derivation of medical terms to my second and third year students who are interested in medicine. We are now making a survey to determine whether current methods of teaching Latin give adequate preparation for those planning a career in medicine. Eleven Chicago hospitals were asked to submit questionnaires to their second and third year nursing classes. Nine hospitals responded. Of 293 student nurses who had studied Latin from one to four years, 12% found Latin very helpful; 69%, somewhat helpful; 19%, not helpful. Eighty-nine gave suggestions for making Latin more useful to pre-nursing students. Fifteen commented that Latin was not necessary, although in one hospital six who had not studied it thought it would have been helpful.

We also sent questionnaires to twenty men in the medical profession who have children in our academy. Eleven responded. Eight had found Latin very helpful; one, somewhat helpful. Two had not studied Latin but were convinced that it would have made the study of medicine easier. Two felt that extra practice in derivation was necessary; five, that it was desirable; one, that it was unnecessary.

Should the Latin teacher give special attention to pre-medical students? Those who said Latin was somewhat helpful or not helpful use it every day without recognizing it. We can not console ourselves with this. Of 57 who said their Latin was not helpful, 16 had had one year of Latin; 36, two years; 4, three years; and one, four years. Seven were excellent

students; 21, good; 26, average; 3, poor. Fourteen who had had much derivation in high school and thirty-nine who had had some derivation said Latin was not helpful. If students can not use their Latin or do not know they are using it, they feel that Latin is useless, and communicate this opinion to others. Two student nurses wrote that the value of Latin should be explained and students should be encouraged to study it. They can best see its value by practice on simple medical terms. If the student can learn the principles of derivation, he should be able to apply these to medicine. Yet of 137 who had had much derivation in high school, 14 said Latin was not helpful in medical terminology; 99, that it was somewhat helpful; 24, that it was very helpful. Of the excellent students with much derivation, 31% found Latin very helpful; 66%, somewhat helpful; 3%, not helpful. Of the students rated good in Latin, with much work in derivation, 13% found Latin very helpful; 78%, somewhat helpful; 9%, not helpful.

How can special attention be given to pre-medical students? What should be the nature of this attention? Sixteen nurses suggested that special Latin classes be held for pre-nursing students (cf., e.g., Service Bureau Mimeograph No. 590, "Latin and Greek for Nurses"); others, that the course should include more derivation instead of so much work in sentence structure and translation. These have failed to recognize that words become meaningful through use and that Latin has other values for the pre-medical student besides its use in terminology. Some recognized the broader aspect. One student nurse said that Latin should be a pre-requisite for any profession; another, from a university nursing school, that it should be made a definite college requirement. One doctor said, "The more general and rounded a pre-medical education the student has, the more fitted he is for the future practice of medicine."

Twenty-six nurses felt that there should be special work on derivation: the study of prefixes, root words, and suffixes, and practice in analyzing words. They suggested that derivation be made more interesting.

We have attempted to do these things at North Park Academy. Second and third year students may choose medical derivation or general derivation, and may change from one to the other at the end of the semester. In addition to his regular homework, the student works out a derivation sheet each week for nine

weeks. This sheet presents two prefixes, one to three suffixes, and a root word. He is to learn the meaning of the prefixes, find three medical terms using these, and give the derivation of each term. He uses only words the meanings of which he can understand or trace. Three or four words are given to illustrate the use of each suffix. There is a similar practice for root words. We use as references Mignonette Spilman's *Medical Greek and Latin*, and two medical dictionaries. Walter R. Agard's *Medical Greek and Latin at a Glance* may also be used. At the end of the year the students may choose a medical project in which they study more prefixes, root words, and suffixes, and practice breaking up long terms.

All of this is of great value to the pre-medical student. When he enters medical training, he will have had practice in breaking up words. Though he may then take a course in medical terminology, he will be grateful that extra practice in Latin has made his work easier.

In spontaneous class discussions our pre-medical group surpasses the others. The class is very much alive—it applies directly to the pupils' chosen profession.

Even if our students change their minds about a career, their study will not have been in vain. The average person sees many medical terms in newspapers and magazines. Our students, after deciding against a medical career, often wish to continue their work in medical derivation, saying they are learning a great deal.



SOME CLASSICAL SUFFIXES IN SCIENTIFIC TERMS

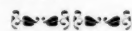
By WILLIAM C. GRUMMEL
University of Washington

The following list contains certain specialized meanings of classical suffixes which occur with sufficient frequency to be worthy of note by those who teach courses dealing with word-derivation.

- an. Used in zoology to form singulars for plural group names, as *crustacean*, *hymenopteran*.
- ane. Used in chemistry to designate chemical derivatives, as *cyclohexane*, *methane*.
- ase. Used to denote an enzyme, as *sucrase*, an enzyme which digests *sucrose*.
- ate. Used in chemistry to designate a salt or ester produced from acids with a termination in *-ic*, as *acetate* from *acetic acid*, *sulphate* from *sulphuric acid*. Used

also as a verbal suffix with the meaning "mix with" or "combine with," as *oxidate*, *mercurate*. Used in botany and zoology as an adjectival termination with the meaning "having," as *vertebrate*. Used also to designate a phylum or other comprehensive division.

- ene. Probably formed after the model of *-ane*, *-ine*, and *-one*. Used in chemistry to designate certain hydro-carbons, as *ethylene* or *methylene*.
- ic. Used in chemistry as an adjectival termination to denote that the element indicated has a higher degree of acidity than is indicated by the termination *-ous*, as *sulphuric acid*, *sulphurous acid*.
- idae. Used in zoology to indicate a family of animals, as *Canidae*, "the dog family," *Felidae*, "the cat family."
- ide. Used in chemistry to designate a compound. Ultimately derived from the Latin word for "acid." *Oxide* is a binary compound of oxygen with another constituent.
- ite. Used in chemistry to designate salts formed from an acid with a termination in *-ous*, as *sulphite* from *sulphurous acid*. Used also in mineralogy, geology, and zoology to indicate a mineral, a rock, a fossil, a segment of the body.
- ium. An arbitrary suffix used to indicate chemical elements, as *calcium*, *zirconium*.
- ole. Derived from Latin *oleum* and used to designate certain ethers and aldehydes (substances somewhat akin to alcohol). The suffix *-ol*, which is used in the name of alcohols and phenols is not derived from Latin, but is probably an extension of the termination of *alcohol*.
- ose. Used in chemistry to designate a carbohydrate.
- ous. See *-ic* and *-ite*.
- yl. From Greek *byle*, "matter," "wood." Used in chemistry for the name of the chief element in a compound.



WANT A TEACHING POSITION?

The American Classical League maintains a very inexpensive Teacher Placement Service for teachers of Latin or Greek in school or college. For details of the plan see THE CLASSICAL OUTLOOK for October, 1952 (page 4) or address The American Classical League Service Bureau, Miami University, Oxford, Ohio.

GUIZOT AND THE CLASSICS

By BERNARD C. WEBER
University of Alabama

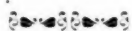
François Pierre Guillaume Guizot (1787-1874), French historian, lawyer, educator, orator, political theorist, and conservative statesman, was an outstanding intellectual figure in the bourgeois monarchy of Louis Philippe (1830-1848). Education was one of the many fields to which the talented Guizot devoted his seemingly inexhaustible energy. As early as 1811 he began, in collaboration with his future wife, Pauline de Meulan, the publication of the *Annales de l'éducation*. Not long thereafter he brought out a translation, along with additional notes, of Edward Gibbon's *Decline and Fall of the Roman Empire*. Late in 1812 Guizot was appointed professor of modern history at the Sorbonne, and the course which he gave may be regarded as marking an important phase in the revival of French historical studies in the nineteenth century.

From educational activity Guizot went into politics, and during the period of the Restoration he served both in the ministry of justice and in the ministry of the interior. In 1830 he was elected to the Chamber of Deputies, and he retained his seat in this body during all of his political career. From 1832 to 1837 he served as Minister of Public Instruction, and in this important post Guizot carried out a number of significant reforms. Among his objectives probably the most important was the establishment in France of a system of primary and secondary education which would be within the reach of the middle class. Primary education, hitherto subject to the uncertainties of ecclesiastical or individual initiative, was greatly expanded by the famous law of June, 1833, which assured a primary school to every commune in France. Normal schools were also established in every department in order to assure an adequate supply of trained teachers. Secondary school education was likewise reorganized, and the curriculum of those secondary schools classified in the first group was arranged by law to include classical studies, the elements of science, the French language and literature, and history. Guizot was also one of the founders of the Société de l'histoire de France, and as Minister of Public Instruction he encouraged the study of the past by providing government funds for the publication of diplomatic papers and medieval Latin chronicles. This encouragement of research led to the discovery of much unpublished ma-

terial, a notable example being the finding at Avranches of the manuscript of Peter Abélard's *Sic et Non*.

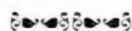
In view of Guizot's prominent connection with the development of education in France it is interesting to note his concept of the role of classical studies in the preparation of a curriculum to meet new demands in a changing economic and social order. Perhaps the clearest expression of his views on this subject is contained in a personal letter of August 20, 1832, to the Duke of Broglie. This letter was written at a time when Guizot's son François had just completed with honor his college course and was ready to begin specialization. Guizot wrote:

"François will attend philosophical and mathematical classes. It will be a new world for him; he is disgusted with the old one. It required all his gentleness and his confidence in me to prevent this last year of Greek and Latin from becoming nauseous to him. There is evidently in classical studies something which no longer answers to the present condition, the natural inclination, of society and of the public mind. I do not know what it is; I am trying to find out. On no account would I abolish, or even diminish, classical studies—the only ones which in boyhood really strengthen and inform the mind. I approve highly of those few years passed in familiar intercourse with antiquity, for if one knows nothing of it, one is never anything but an upstart in knowledge. Greece and Rome are the good society of the human mind; and in the midst of the decline of every other aristocracy, one must endeavor to keep this one standing. Taken altogether, I consider college life—a life of study and liberty—as intellectually excellent. From it alone are sent forth strong, natural, and refined minds, cultivated and developed to the utmost, yet without any false bias or eccentricity. I am struck more and more by the advantages of a classical education. . ."



THE BIRTHDAY OF ROME

According to tradition, the city of Rome was founded by Romulus and Remus on the festival of the Palilia, on April 21, 753 B.C. Why not celebrate Rome's birthday with a special program on April 21? For material, see page 61.



The first national convention of the Junior Classical League will be held at Incarnate Word High School, San Antonio, Texas, June 13-15, 1954.

THE SIRENS' SONG

SAPPHICS

By HERBERT EDWARD MIEROW
Colorado Springs, Colorado

"What song the Syrens sang, or what name Achilles assumed when he hid himself among women, though puzzling questions, are not beyond all conjecture."—Sir Thomas Browne

One had auburn hair like the flaming sunset,

One had locks of yellow like the golden morning,

One had hair of blue like the mid-night heaven—
Beauty immortal!

One was dressed in green like the grass in springtime,

One was dressed in violet, fair as flowers,

One wore orange, bright as a tiger-lily—

Who could resist them?

Songs they sang of spring and immortal beauty,

Filled with light and splendor of realms supernal,

Filled with love and longing for far-off glories—

Such was their singing:

"Art thou weary, friend, of the end-less sailing

Over wine-dark waves of the barren ocean?

Where is now the home that you left aforetime?—

Lost and forgotten.

"Come with us, O friend, to the land of beauty,

There beyond the blue of the magic mountains,

Where the meadows blossom with gorgeous flowers—

Bright, amaranthine.

"Deathless there the joy of the golden morning,

Changeless there the beauty of things celestial,

Love and wine are there and the scent of roses—

Peace everlasting."

book for students of science—chiefly for the prospective physician or biologist, but for others as well. In it, the whole approach is slanted towards the acquisition and use of a highly technical vocabulary.

After a short chapter on the Greek and Latin alphabets, pronunciation, and accent, with practice exercises, the author proceeds to sections on word formation, roots, prefixes, and suffixes; a general scientific vocabulary common to all branches of science; Latin forms and Latin grammar in scientific nomenclature; the special terminology of medicine and pathology, bacteriology, pharmacy, and biology; and, finally, the Linnaean system of biological nomenclature, with detailed instructions in the reading and writing of Latin descriptions. Bibliographies appear at the ends of the chapters. There are ten blank pages at the end of the book for the student's notes.

The classicist, leafing through the volume, is impressed with the wealth of scientific information which Professor Hough has at his finger-tips, and with the very practical nature of the book. The derivatives presented look strangely unfamiliar—e.g., *perineocolporectomyomectomy*, *oligocythemia*, *zygomatiac*, *fossa ileocaecalis infima*. The classicist will also note a few errors—as, e.g., *Daphnae* for *Daphne* on page 206; and he will be somewhat startled by the treatment of prefixes and suffixes (*-ic*, *-tic*, and *-ac*, for instance, are handled as one suffix, and "with" is the only meaning given for the prefix *con-*).

This is no volume for high-school derivative work. It is purely professional, and is definitely on the college or graduate level. In its specialized field it should prove highly useful.

—L.B.L.

Roman Gaul. By Olwen Brogan. Cambridge: Harvard University Press, 1953. Pp. x plus 250. \$4.25.

"This is the first book," the publishers note, "to give a concise account in English of Roman Gaul." Designed not for the expert, but for students and travellers, it compresses its vast wealth of material into 250 pages.

Beginning with the Roman conquest ("Gaul and the Republic"), the author goes on to discuss "The Framework of Imperial Gaul"—the new municipal units formed on the basis of the old Celtic tribes. The other chapters deal with the period "From Tiberius to Diocletian," with "Town Planning and Buildings," "Some Gallo-Roman Towns," "The Countryside and Natural Resources

BOOK NOTES

Scientific Terminology. By John N. Hough. New York: Rinehart and Co., Inc., 1953. Pp. xiii plus 231. \$3.50.

"Scientific terminology," says Professor Hough on page 1 of this book, "is nearly one hundred per cent Latin or Latinized Greek." With that fact in mind, he has prepared this text-

of Gaul," "Industries and Commerce," "Art," "Religion," and "Gaul in the Later Empire." There is a classified bibliography and an index.

The volume is well illustrated. The jacket shows a fine photograph of the Roman theater at Lyons, which is repeated inside the book as Figure 37 b. There are thirty-five line-drawings in the text, and sixteen plates grouped at the end of the volume. One of the most striking of the plates (Fig. 49) shows the peculiar sarcophagus found at Simpelveld, with household furniture, utensils, etc., and even a portion of the exterior of a house, carved on the *inside* of the coffin, to comfort and cheer the dead woman whose remains were found inside! A folded map of Gaul completes the volume.

The book is full of useful information and interesting lore (cf., e.g., the section on art, pp. 161-181, that on the "wishing-wells" of the Gauls, pp. 203-4, that on the remarkable Bargel water-mill, pp. 131-2, etc.). In the opinion of this reviewer, teachers of Caesar will want to own the book, to read it carefully themselves, and to place it in their classroom libraries, for student reports or even browsing.

—L.B.L.

The Deeds of Frederick Barbarossa, by Otto of Freising and His Continuator, Rahewin. Translated and annotated with an Introduction by Charles Christopher Mierow. With the collaboration of Richard Emery. ("Records of Civilization, Sources and Studies," No. 49.) New York: Columbia University Press, 1953. Pp. xi plus 366; frontispiece. \$5.50.

The well known Professor of Biography at Carleton College here concludes his lengthy labors on behalf of the writings of Otto, Bishop of Freising from 1137 to his death in 1158. These consist of *The Two Cities*, a chronicle of world history to 1146 (Professor Mierow's translation was published in 1928, as No. 9 of the Columbia series), and the first two books of the present work. As a close relative of contemporary emperors, Otto "was well placed to write the emperor's official biography" (p. 4). His successor in the task, a simple canon and deacon, is valuable for his copious inclusion of pertinent documents in an attempt at impartiality; his almost complete reliance on classical historians, such as Sallust and Josephus, to furnish him with the material for his military accounts, descriptions, and reported speeches reveals his deficiencies as a writer and historian.

The translator has accompanied

his excellent version of the original Latin with an introduction (pp. 3-14) on the lives of Otto and Rahewin and the significance of their work, while Professor Emery has contributed notes on points of history and geography (the notes also indicate the sources of quotations and borrowings) and a six-page bibliography. A full index (pp. 347-366) concludes a volume which makes a welcome contribution to the growing study of medieval Latinity.

Of the few misprints noted only a few are disturbing: p. 133 fn. 36 read l. lxix; p. 255 fn. 70 read III. xviii; p. 258 fn. 81 read *Cornificius*.

—K.G.

Studies in the Language of Homer.

By G. P. Shipp. ("Cambridge Classical Studies" ["Transactions of the Cambridge Philological Society," Vol. VIII].) Cambridge: At the University Press, 1953. Pp. x plus 155. \$3.75.

These *Studies* of such linguistic matters as Homer's use of the suffix *-phi*, the relative frequency with which late and archaic forms occur in and out of similes, and the distribution of contractions in the *Iliad*, are technical in nature and execution, and directed to the trained linguist or the Homeric specialist. As such they are admirably carried out: the evidence is clearly and completely set forth, and there are four indexes to facilitate reference. For the non-specialist a more definite statement of conclusions drawn from the somewhat conglomerate material than is anywhere given would have been helpful. The most important non-linguistic result of these examinations is that the linguistic evidence points to late composition for such features of the *Iliad* as similes and "other types of passages which in one way or another fell out of the main narrative" (p. 18).

The author is an Australian, from the University of Sidney. It is good to be reminded that classical studies have their scholarly professors "down under" too.

—K.G.

American Scholarship in the Twentieth Century. Edited by Merle Curti. Cambridge: Harvard University Press, 1953. Pp. vii plus 252. \$4.50.

This distinguished volume of six essays is a cooperative project undertaken under the aegis of the Library of Congress Committee on American Civilization. The writers include Merle Curti, the editor of the volume ("The Setting and the Problems"), Louis Wirth ("The Social Sciences"), W. Stull Holt ("Historical Scholar-

ship"), René Wellek ("Literary Scholarship"), Walter R. Agard ("Classical Scholarship"), and Arthur E. Murphy ("Philosophical Scholarship").

Classicists, of course, will be interested primarily in Dr. Agard's chapter on classical scholarship (pp. 146-167). The former president of the American Classical League has performed well and carefully his difficult task of synthesizing the great trends of the first half of this century in the field of the classics. He deals with changing emphases in classical study, with the development of specialization, with the fields in which American classical scholars have done most distinguished work; with the establishment of classical societies and periodicals; with archaeology and the founding of the schools in Rome and Athens; with recent declines in the number of students majoring in the classics in our colleges and universities, and what may be done about them. He believes that there is an urgent need of presenting the material of the ancient classics "in persuasive and convincing form to adults" if the classics are to survive (p. 165); and he concludes that the classics will not "be displaced from the list of studies necessary for the highest and truest culture" if we classicists "make it plain" that our scholarship "contributes not only to the acquisition of knowledge, but also to the guidance of men generally in understanding those values, individual and social, which the classical cultures realized, values which we need today and shall need. . ." (p. 167).

To only one statement in Dr. Agard's article must this reviewer take respectful exception. It is: "Teachers of the classics cannot evade the charge that they themselves are partly responsible" for the decline in classical studies, "by having failed to adjust their materials and methods of teaching to changing conditions" (p. 161). In this writer's opinion, secondary-school teachers of the classics *have* adjusted their materials and methods to changing conditions, at least over the last twenty-five years—more strikingly so, indeed, than have the teachers of any other academic subject in the curriculum.

—L.B.L.

Terror Reaveley Glover, A Biography. By H. G. Wood. Cambridge: At the University Press, 1953. Pp. xii plus 233; frontispiece. \$4.00.

This life of the well-known British classicist (1869-1943) will appeal to three groups of readers. In the first

place, it will be of interest to those who, like this reader, have used, admired and cherished the products of his scholarship, from the charming little *Horace, A Return to Allegiance* through the *Studies in Virgil* and *From Pericles to Philip* to the Sather lectures on Herodotus and the posthumous *Springs of Hellas*. Secondly, those who are interested in contemporary English church history will be pleased with the detailed account of Glover's activities in Baptist and other nonconformist circles given by the author, who, as Professor of Theology at the University of Birmingham from 1940 to 1946, lays more stress perhaps on his subject's religious than on his strictly academic achievements. And finally the book will be welcomed by all who need reassurance of the possibility of combining, in this turbulent era, devotion to scholarship, culture, and the truth with active participation in the events of the world about us. It is well worth while to meditate on the life of a man whose "stout common sense"—in the words of Harold Laski quoted on p. x—"was set in the perspective of an imagination that never stopped working," who was at the same time a classical scholar, a "superb popularizer," an "ardent traveler," and a "mystic, a God-intoxicated man."

—K.G.

Atlas of Ancient and Classical Geography. Revised by John Warrington. London: J. M. Dent & Son, Ltd.; New York: E. P. Dutton & Son, Inc., 1952. (Everyman's Reference Library.) Pp. xii plus 256. Maps and plans, 80 pages. \$4.50.

The Everyman *Atlas* has long been something of a standard reference work in the high-school library; and it is good to see a new and revised edition of the book.

Mr. Warrington has gone over the text carefully, has made corrections, and has endeavored to bring the "historical gazetteer" up to date in the light of recent excavations and archaeological studies.

No one is ever completely satisfied with so brief a treatment of so large a field. The sixteen sites accorded special discussion, chosen avowedly "to assist the student of ancient history in his reading of Greek and Latin authors" (p. ix), are Alexandria, Athens, Carthage, Constantinople, Issus, Jerusalem, Marathon, Mycenae, Olympia, Pompeii, Rome, Salamis, Sparta, Syracuse, Thebes, and Thermopylae. On a purely literary basis one might understand the omission of Cnossus (although one wonders then about Pompeii); but how can one justify the omission of

Troy and, perhaps, Olynthus? Also, the treatment of Rome, for instance, is necessarily so condensed as to be little more than a catalogue of buildings and regions. In this section one wishes that the reviser might have had Miss Robathan's book to assist him. Bibliographical notes on the several sections are so scant as to be virtually negligible.

The maps and plans have been revised, but in general appearance they are much like those in the earlier edition. One misses most a plan of the Agora in Athens.

—L.B.L.

AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5c for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this.

Please order material at least two weeks in advance of the date on which you want to use it. In an emergency, add 25c for special-handling postage.

Because of the increased cost of fourth-class postage, please add 25c for any order of \$1.50 or more.

The address of the Service Bureau is Miami University, Oxford, Ohio.
W. L. CARR, Director

The Service Bureau has for sale the following seasonal material:

THE IDES OF MARCH

Mimeographs

- 231. Exitium Caesaris. A Latin play. 25¢
- 500. Suggestion for a Latin program for the Ides of March. 10¢
- 567. Julius Caesar. An amusing "musical comedy" in three scenes. 15¢
- 581. Suggestions for celebrating the Ides of March or the birthday of Rome. 15¢

APRIL PROGRAMS

Mimeographs

- 551. A trip through Roman history. A burlesque sketch, which may be used for celebrating the birthday of Rome (April 21). 1 reader, 2 or 3 off-stage "sound effects men." 15¢
- 581. Suggestions for celebrating the birthday of Rome. 15¢
- 601. Apologies to the Romans and Horace Heidt. Burlesque program on Roman history with parodied songs. Uses narrator and boys' quartet. 15¢
- 637. An "April Fool" program for

the Classical Club. Taken in part from THE CLASSICAL OUTLOOK for April, 1944. 20¢

EASTER

Mimeographs

- 252. Parts of a liturgical play in Latin from the tenth century. 10¢
- 426. An Easter pageant in Latin. Tableaux. 20¢
- 660. The twilight of the gods. An English playlet in one act. The Emperor Constantine's spirit appears at a meeting of the Olympian deities and predicts the triumph of Christianity over paganism. 7 boys and 6 girls. 20 minutes. 20¢

The Service Bureau has for sale the following material previously announced:

WORD STUDY

Mimeographs

- 8. A convenient list of Greek prefixes. 10¢
- 9. A convenient list of Latin prefixes. 20¢
- 24. Some names of boys and girls derived from Latin and Greek. 10¢
- 74. Some rules for teaching the spelling of English derivatives. 5¢
- 77. Types of derivative notebooks. 5¢
- 118. "English words" in high school Latin. 10¢
- 128. Words of Latin derivation used in the study of civics. 15¢
- 131. Some English words that have Latin plurals. 10¢
- 177. How Latin helps in the study of Spanish. 15¢
- 178. The value of Latin in the study of French. 15¢
- 181. Words of classical derivation in the common mathematics vocabulary. 15¢
- 242. A day without Latin. A playlet showing the value of Latin for English words. 15¢
- 249. Mother Ducere. A derivative pageant. 10¢
- 279. Latin words and phrases in English. 10¢
- 341. Some classroom activities directed toward the attainment of ultimate objectives commonly regarded as valid for first year Latin. 15¢
- 349. A list of common Latin abbreviations used in English. 10¢
- 385. A short list of Latin suffixes. 10¢
- 386. Words used in physics derived from Latin and Greek. 10¢
- 402. Some of the more common Latin expressions frequently met in one's reading. 20¢
- 427. Increasing the Latin vocabulary through English. 15¢
- 442. Latin abbreviations and symbols in medicine and pharmacy. 5¢

446. Latin words adopted into English. 15¢
 479. Latin roots to be memorized. 10¢
 480. A sequel to "A day without Latin." 10¢
 484. The chief sources of our English language. 25¢
 485. Family groups of Latin-derived English words that can be illustrated on posters. 10¢
 494. Some of the more common architectural terms derived from Latin and Greek. 20¢
 511. How Latin helps in other subjects. A playlet on value for English. 15¢
 521. Suggestions for the teaching of the Latin derivation of ten words in each of twenty school subjects. 20¢
 539. Why study Latin? Emphasizes the value of Latin for English vocabulary. 10¢
 549. History makes words live. 20¢
 552. Some technical musical terms from Italian and their Latin sources. 5¢
 563. The magic toga. A play on derivation. 15¢
 570. Why study Latin? Specific material to be placed on the blackboard day by day. 10¢
 579. Latin is practical. A play emphasizing word study. 15¢
 591. Terminology of anatomy. 20¢
 602. New words: The effect of social change on vocabulary. A radio talk. 15¢
 612. Some suggestions for teaching French via Latin. 5¢
 613. Common classroom errors in derivation and how to avoid them. 20¢
 620. What percentage? Tables showing distribution of English words by language origins. 10¢
 629. Amo, amas, amat—Prize radio program, dealing in part with English derivation. 6 boys, 5 girls, 25 minutes. 25¢
 635. You're tied to Latin. A playlet or radio sketch. 20¢

Supplements

23. Latin as an aid to English. 10¢
 29. The relationship of French to Latin. 10¢
 34. The Greek that doctors speak. 10¢

Pamphlets

- Word Ancestry. A booklet of interesting stories of the origins of English words. 25¢

Bulletins

- VIII. English and the Latin question. 20¢
 XXXII. A basic vocabulary along etymological lines. 20¢

Posters in Color

Price, 50¢ each or any three for \$1.35

2. Preamble to the constitution of the United States. The words of Latin derivation are printed in red and the other words in black.
3. Skeleton chart. Latin and Greek serve as the key to the names of more than 200 bones in your body.
4. Dictionary chart. Picture of an open English dictionary with colored bands to show the proportion of English words which are of Latin or of Greek origin.
9. Derivative tree chart. Drawing of a tree with a Latin word on the trunk and numerous English derivatives on the branches.

Articles in The Classical Outlook

Price, 15¢ each

- Latin and English vocabulary. Apr., 1940
 Semantics in the classroom. May, 1940
 Derivative hunters. Dec., 1941
 Future of the English vocabulary. Jan., 1942
 The sources of English words. Feb., 1942
 Hidden derivations. Dec., 1947
 Greek and Latin for vocabulary building. A college course. Nov., 1948
 The Service Bureau has for the sale the following new or recently revised materials:

NEW OR RECENTLY REVISED MATERIAL

Mimeographs

22. Teaching Latin grammar as an aid to English grammar. 20¢
63. Roman dress. 25¢
94. How to prepare and serve a Roman banquet. 15¢
128. Words of Latin derivation used in the study of civics. 15¢
129. Living statues. Complete directions for 11 poses. Requires 2 boys and 2 girls or 4 girls, 2 dressed as boys. 20¢
134. Devices and incentives in first year Latin and some suggestions for other years. 25¢
135. Aims in first year Latin. 20¢
171. How the Romans dressed. Illustrated. 25¢
180. Methods of teaching vocabulary in first year Latin. 20¢
190. Some reasons why it pays to take Latin in high school. 20¢
202. Roman baths. Illustrated. 25¢
227. Practical suggestions for the Caesar teacher. 15¢
234. Some problems in teaching beginning Latin and suggested solutions. 20¢
275. Teaching pupils to translate. 15¢
278. A bibliography of collateral

reading in English for first year pupils. 10¢

281. Using translations: A teacher's message to her class. 10¢
336. A list of publishers of or dealers in Latin editions of the Bible or of the New Testament alone. 5¢
341. Some classroom activities directed to the attainment of certain ultimate objectives commonly regarded as valid for first year Latin. 15¢
389. Some Latin expressions for classroom use. 15¢
427. Increasing the Latin vocabulary through English. 15¢
460. Four short plays in English dealing with the legends of early Rome. Done in blank verse. 15¢
464. A Roman executive election. A one-act play in English. 15¢
489. Read Vergil by ear. 15¢
509. Some humorous English versions of Horace's *Odes* III, 9. 20¢
633. How to motivate the study of Latin in the high school. 25¢
670. Out of this world. A play in English based on the sixth book of the *Aeneid*. 25¢
671. Furianus gets a father. A two-act play in English. 35¢
672. A list of standardized tests in Latin. 10¢
673. Successive steps in comprehending a Latin sentence. 5¢
674. Tidings of great joy. A Christmas pageant. 20¢
675. Actus Fatis. A play in English written in honor of Vergil's birthday. 20¢
676. The value and present status of the classics. 20¢
677. Pan versus Apollo. A pantomime with music. 20¢
678. Topical index to Roman life, literature and history. Page references to MacKendrick and Howe's *Classics in Translation*, Vol. II. 15¢
679. Parallel chronological table for the lives of Vergil, Horace and Augustus. 15¢
680. De Die Gratiarum Agendarum. A teacher's Thanksgiving proclamation in Latin and a typical Thanksgiving dinner menu in Latin. 5¢
681. The childhood of the gods. A humorous play in English. 20¢
682. A letter to eighth grade pupils concerning election of subjects in high school. 10¢
683. The conspiracy of Catiline with a Western setting. A burlesque horse opera. 15¢
684. Various general methods of teaching pupils to read and understand Latin. 15¢
685. Classical languages in medical education. By L. R. Lind. 30¢

The Service Bureau is making available for general use a Latin Week Badge designed by Miss Isabelle Schwertmann of the Kirkwood (Mo.) High School. The badge is made of sturdy gold-colored cardboard, circular in form and 4 inches in diameter. It carries a picture of the Pantheon at Rome and the words "Latin Week" printed in purple. The badge is perforated at the top for attachment by pin or ribbon. Price, 3¢ each in quantities of 10 or more.

The Service Bureau has for sale the following material previously announced:

THE LATIN CLUB

The enlarged seventh edition of Bulletin XII (*The Latin Club*) by Lillian B. Lawler is available for 75¢ a copy.

WHY STUDY LATIN IN SCHOOL?

Primarily addressed to high-school students, the following pamphlets should also be given wide circulation among school administrators and student counselors:

Pamphlet 51 presents the answers of 20 college teachers of subjects other than Latin or Greek. 10¢ each.

Pamphlet 52 presents the answers of 84 university or college executives.

25¢ each; for 5 or more copies, 20¢ each.

PINOCULUS STILL AVAILABLE

The Service Bureau still has a few copies of *Pinoculus*, a Latin version by Henrico Maffacini of Collodi's *Pinocchio*. \$1.50.

LATIN WORD LISTS

Contains all the Latin words prescribed by the College Entrance Examination Board for the first, second and third years, with English meanings. Prepared by John K. Colby. 50¢

NEW CLASSIFIED PRICE LISTS

The Service Bureau has two new classified price lists, one on "Teaching Methods and Techniques" and the other called "Miscellaneous," including items not in other classified lists. These lists will be sent free on request.

THE CLASSICS IN
HUMANITIES-CURRICULA

The Service Bureau has for sale Bulletin XXXI, the full report of an American Classical League Special Committee which for four years investigated the place of the classics in the various types of "Humanities"

courses in the colleges and universities of the country. 30¢

A CATALOGUE OF VISUAL AIDS

Lists visual aids (bibliographies, casts, films, filmstrips, magazines, maps, models, pamphlets, small books and guides, pictures, post cards, and slides: with index of producers and their addresses) for teaching the Civilization, History, Art, Archaeology, and Literature of Egypt, the Bible Lands, Mesopotamia, Greece, Rome, and Pre-Colonial America. Compiled for the Archaeological Institute of America by Dorothy Burr Thompson. 50¢

FREE CLASSIFIED PRICE LISTS

Classified price lists will be sent free, on request, for teaching material under any of the following topics: Caesar, Cicero, First Year Latin, For the Inexperienced Teacher, Gifts and Awards, Latin Games, Miscellaneous, Pictures (Mythology), Pictures (Rome and the Romans), Pictures (Portrait Busts and Statues), Plays in English, Plays in Latin, Projects, Radio and Other Programs, Rome and the Romans, Special Days, Supplementary Reading in Latin and in English, Teaching Methods and Techniques, Value of the Classics, Vergil, Word Study.

Announcing the Sixteenth

INSTITUTE ON THE TEACHING OF LATIN

College of William and Mary
Williamsburg, Virginia

Three Weeks: June 28 to July 17

LECTURES and DISCUSSIONS upon curricular problems, teaching materials and procedures, application of linguistic principles to learning, and related topics

DRILL in use of oral Latin and in direct comprehension of reading

OBSERVATION of demonstration class

WORKSHOP in unit construction; emphasizing use of audio-visual equipment, materials, and procedures

For SPECIAL BULLETIN address

Dr. A. P. Wagener, Director

New light on the classics . . .

CLASSICAL MYTHS IN ENGLISH LITERATURE

By Norton & Rushton. A complete glossary of Greek and Roman mythology, showing typical uses of each myth in English and American writings. 444 pp., \$4.50

ANTHOLOGY OF GREEK DRAMA

FIRST SERIES

C. A. Robinson, Jr., editor. Includes Agamemnon, Oedipus the King, Antigone, Medea, Hippolytus, Lysistrata. Rinehart Edition. 269 pp., \$.65

ANTHOLOGY OF GREEK DRAMA

SECOND SERIES

C. A. Robinson, Jr., editor. Includes Prometheus Bound, Choephoroe, Eumenides, Philoctetes, Oedipus at Colonus, The Trojan Women, The Bacchae, The Clouds, The Frogs. Rinehart Edition. Coming in April. Prob. 448 pp., \$.95

VERGIL'S THE AENEID

Translated and edited with an introduction by Kevin Guinagh. Rinehart Edition. 351 pp., \$.75

Rinehart & Company

232 madison avenue

new york 16, n. y.

**THE AMERICAN SCHOOL
OF CLASSICAL STUDIES
AT ATHENS**

(Summer Session)

SAUL S. WEINBERG, Ph.D.
University of Missouri
Director

June 25 - August 5

Cost \$490 includes tuition, board, room, and all expenses on trips to Delphi, Thebes, Eretria, Corinth and the Argolid, Sparta, Mantinea, Olympia, etc.

**A Cruise of
GREECE, AND GREEK ISLANDS,
ASIA MINOR AND ISTANBUL**

by specially chartered steamer
Dates—Athens Aug. 17 to Athens Sept. 2

Price \$545

Itinerary will include not only a cruise around Greece, stopping at Itea (for Delphi), Katakolon (for Olympia), and Nauplia (for Tiryns, Mycenae and Epidauros), but also the following islands: Crete (Knossos), Thera, Paros, Naxos, Delos, Tenos, Mykonos, Patmos, Samos, Mytilene and Aegina. In addition the following sites in Asia Minor will be visited: Ephesus, Miletus, Priene, Didyma, Pergamon, Troy, and Istanbul for two days.

CRUISE LEADERS

Professor Rhys Carpenter, of Bryn Mawr College; Professor James S. Constantine, of the University of Virginia; Sir Richard Livingstone, of the University of Oxford; Dr. Louis E. Lord, President of the Bureau of University Travel; Professor Denys Page, of the University of Cambridge; Miss Katharine von Wenck, of Oberlin College

For Full Information Write Department B

BUREAU OF UNIVERSITY TRAVEL

Newton

Massachusetts

**A CRUISE TO THE MEDITERRANEAN
AND AEGEAN**

JUNE 15 — AUGUST 16

Directed by Professor David M. Robinson, Ph.D., L.L.D., L.H.D., D.Phil. of Thessalonica, Honorary Vice-president of the Archaeological Institute, formerly Chairman of the Department of Art and Archaeology at Johns Hopkins, now Professor of Classics at the University of Mississippi, author of some 35 books and 400 articles.

Lectures by other scholars at the places visited.

First class passengers will sail to Naples with Dr. and Mrs. Robinson on the Vulcania June 15 from New York. Others will go by air or in various ways to Europe and all will meet in Rome after lectures in Perugia, Orvieto, Assisi, Florence (5 days), and other Etruscan sites. Five days (July 9-13) will be spent in Rome. Lectures at Pompeii, Herculaneum, Paestum, Sorrento, Capri.

July 15. From Naples all members of the summer seminar will sail on the new air-conditioned cruiser PACE to visit Palermo, Syracuse, Egypt, Palestine, Syria, Rhodes, Delos, Samos, Patmos, Smyrna, Ephesus, Sardis, Lesbos, Troy, Istanbul, Samothrace (where excavations will be in progress), Saloniki and Olynthus, the Greek Pompeii, Skyros, Athens, Delphi, Eleusis, Corinth, Mycenae, Tiryns, Epidauros, Knossos (where girls fought bulls), Corfu, Dubrovnik, Split, ending at Venice and living on the boat during the glamorous festival of the Assumption. Thirty days cruise on the same boat. Entertainments of all kinds at night. Educational with college credit for students and scholars but open to all cultured persons.

Price \$1285 to \$2000 from New York to New York with shore excursions included.

For details write:

**PERSONS-LANDSEE
TRAVEL SERVICE**

129 CENTRAL AVENUE ST. PETERSBURG, FLORIDA

for FASTER READING — —

— — use FILMSTRIPS

- Complete stories of USING LATIN, BOOK I by arrangement with SCOTT, FORESMAN & CO.
- FAMILIAR FABLES for easy and fun reading
- THE STORY OF THE GOLDEN FLEECE, I-II-III
- GALLIC WAR, BOOKS ONE AND TWO, FOUR (20-38)
- FIRST, SECOND, AND THIRD ORATION
- Grammar tests, vocabularies, et alia

Send for the complete list of 57 filmstrips and 66 self-teaching and correcting records

TUTOR THAT NEVER TIRES, INC.

BRONXVILLE 8, NEW YORK